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A FOLLOW-UP STUDY OF THE ATTITUDES OF LOCAL ADMINISTRATORS
REGARDING THE FINANCING OF VOCATIONAL EDUCATION IN MICHIGAN.
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VOCATIONAL SCHOOLS, POSTSECONDARY EDUCATION, BUSINESS
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RESPONSES FROM 120 ADMINISTRATORS IN ALL SCHOOL
DISTRICTS IN MICHIGAN EMPLOYING A REIMBURSED LOCAL DIRECTOR
OF VOCATIONAL EDUCATION WERE ANALYZED TO DETERMINE THEIR
OPINION ON--(1) PROBABLE EFFECTS ON REIMBURSED PROGRAMS IF
THE SALARY REIMBURSEMENT WERE DISCONTINUED AT THE END OF 3
YEARS, (2) USE OF STATE AND FEDERAL FUNDS IN THE DEVELOPMENT
OF HIGH SCHOOL AND POST HIGH SCHOOL SERVICES AND PROGRAMS,
(3) USE OF STATE AND FEDERAL FUNDS IN THE DEVELOPMENT OF
STATE SCHOOLS, AREA SCHOOLS, AND LOCAL SCHOOLS, AND (4) MORE
EFFECTIVE USES OF STATE AND FEDERAL FUNDS. TABLES OF DATA
INCLUDE--(1) FEDERAL AND STATE FUNDS APPROPRIATED FOR
VOCATIONAL EDUCATION IN MICHIGAN BY YEAR FROM 1946 TO 1963,
(2) FEDERAL AND STATE FUNDS PAID TO LOCAL COMMUNITIES FOR
INSTRUCTION IN DAY SCHOOL PROGRAMS IN MICHIGAN HIGH SCHOOLS
FOR COOPERATIVE TRAINING, AGRICULTURAL, HOMEMAKING, AND TRADE
AND INDUSTRIAL EDUCATION, AND (3) CHANGES IN THE NUMBER OF
REIMBURSED PROGRAMS OPERATED IN MICHIGAN FROM 1960 TO 1962.
TABLES OF ADMINISTRATORS' OPINIONS ARE PRESENTED SEPARATELY
FOR VOCATIONAL HOMEMAKING, TRADE AND INDUSTRIAL, COOPERATIVE
OCCUPATIONS, AND AGRICULTURAL PROGRAMS. IF SALARY
REIMBURSEMENTS WERE ELIMINATED, IT WAS CONCLUDED THAT FEW
PROGRAMS WOULD BE ELIMINATED AND MOST PROGRAMS WOULD CONTINUE
UNALTERED OR WITH SOME MODIFICATIONS. IT WAS RECOMMENDED THAT
SUPPORT BE WITHDRAWN FOR SALARIES AFTER 5 YEARS, ONE-THIRD
EACH YEAR FOR THE NEXT 3 YEARS. (FS)

THE UNIVERSITY OF MICHIGAN

SCHOOL OF EDUCATION

A Follow-Up Study of the Attitudes of Local Administrators Regarding the Financing of Vocational Education in Michigan

RALPH C. WENRICH
ROBERT S. VAN DYKE

Sponsored by:

State Board of Control for Vocational Education
Lansing, Michigan

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October 1963

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SCHOOL OF EDUCATION

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

In the spring of 1961 The University of Michigan did a study of the effect of withdrawal of reimbursement on high school vocational programs; the study was done as a part of the Michigan Vocational Education Evaluation Project. All superintendents, high school principals, and local directors of vocational education in Michigan who were then operating reimbursed vocational programs in their schools were included in the study.

This follow-up study was limited to school administrators in those school districts employing a reimbursed local director of vocational education. The purpose of the study was to see if there had been any significant changes in opinions during the two-year interval. The study is of special interest to the State Board of Control for Vocational Education and should be of help to them in making decisions regarding changes in reimbursement policies and practices in Michigan.

The services of Drs. Ned Flanders and Clemens Johnson, School of Education, were helpful in the design of the project and statistical procedures, respectively. Dr. Morris Axelrod, Survey Research Center, gave consultant service in regard to the survey instrument. Robert Van Dyke, Assistant in Research for the project, through his understanding, industry, and persistence, was able to complete the study.

Ralph C. Wenrich
Project Director

PART I. INTRODUCTION

In July 1962, The University of Michigan did a study¹ in which an attempt was made to determine the probable effect of the withdrawal of reimbursement on the salaries of high school vocational teachers. During the time the study was being done it was suggested that a more intensive follow-up study of selected communities should be undertaken. At that time resources for the suggested study were not available. Early in 1963 a proposal to study opinions and actions of administrators was submitted to and approved by the Michigan State Board of Control for Vocational Education.

This follow-up study is directed at the same problem as was the initial study:

"The central question to which this study is directed is, are the present uses of state and federal vocational education funds resulting in the most effective promotion and further development of vocational education in the public schools of Michigan? This basic question might be stated in another way: Are vocational education funds being used in such a way as to best meet the needs of youth and adults as well as the needs of business, industry, agriculture, and the home?

"Ever since the passage of the first federal vocational education act in 1917 (the Smith-Hughes Act), some vocational education programs in Michigan have been reimbursed with federal and state monies. The purpose of these funds as stated in that Act, and in subsequent federal vocational education acts, was to promote and to further develop vocational education in the several states and territories. It is entirely possible that our past and present policies and practices relating to the financing of vocational education in Michigan may have had the effect of supporting local ongoing programs rather than promoting new programs designed to meet the needs of our technological age."

In the initial study conducted during 1961, 92% of the superintendents, directors of vocational education, and high school principals responded to a questionnaire which was designed to determine the probable effect of the with-

¹Ralph C. Wenrich. A Study to Determine More Effective Ways of Using State and Federal Vocational Education Funds in the Further Development of Programs Operated by Local School Districts. Ann Arbor: The University of Michigan Office of Research Administration, July 1962.

drawal of reimbursement on the salaries of teachers of high school vocational education programs. But there are several reasons for performing a follow-up study. The administrative officials may have responded without giving due consideration to the effect upon local budgets. Then too, circumstances by the spring of 1963 may have changed enough to have changed the opinions of local administrators toward problems dealing with the financing of vocational education. In addition, there was no way of knowing to what extent local administrators had anticipated the reactions of school board members.

This follow-up study is concerned with the opinions of school officials in selected districts regarding possible modification in present patterns of reimbursement for development and implementation of local vocational education programs and services. More specifically, the objectives of the study are to determine:

1. The extent to which local school administrators' current opinions agree or disagree with reported opinions of nearly two years ago.
2. The relationships of stated opinions and probable actions.

The initial study provides background information about: related studies; reimbursement policies and practices in Michigan; reimbursement policies and practices in other states; the history and development of day-school vocational programs in Michigan compared with their reimbursement rates; and changes in vocational programs and reimbursement rates. The reader of this report may want to become acquainted with the important background information and survey results reported in the earlier study.

PART II. THE SURVEY OF LOCAL SCHOOL ADMINISTRATORS
IN SELECTED SCHOOL DISTRICTS

A. INTRODUCTION

The amount of money appropriated each year by the state and federal governments for vocational education varies. Table I shows the amounts of federal and state funds appropriated for vocational education in Michigan since World War II.

TABLE I. FEDERAL AND STATE VOCATIONAL FUNDS AVAILABLE,
BY YEAR SINCE 1946-47, SHOWING PERCENT OF INCREASE
(OR DECREASE) OVER PREVIOUS YEAR

Year	Federal Funds		State Funds	
	Amount	Percent Increase	Amount	Percent Increase
1946-47	\$ 753,813		\$ 465,000	
1947-48	903,472	19.9	600,000	29.0
1948-49	903,472	--	849,000	41.5
1949-50	903,472	--	1,152,730	35.8
1950-51	903,472	--	1,150,069	(00.2)
1951-52	859,863	(04.8)	1,183,992	02.9
1952-53	889,109	03.4	1,384,214	16.9
1953-54	889,109	--	1,432,141	03.4
1954-55	1,068,431	20.2	1,457,052	01.7
1955-56	1,181,819	10.6	1,460,844	00.3
1956-57	1,296,987	09.7	1,456,170	(00.3)
1957-58	1,375,675	06.0	1,546,620	06.2
1958-59	1,516,098	10.2	1,550,000	00.2
1959-60	1,709,749	12.2	1,499,642	(03.2)
1960-61	1,856,808	08.6	1,524,359	01.6
1961-62	2,011,446	08.3	1,524,359	--
1962-63	2,104,130	04.4*	1,528,659	00.3

*Does not include MDTA funds allocated to Michigan (\$923,700.00). Source: Division of Vocational Education, Department of Public Instruction, State of Michigan, Lansing.

From 1946-47 to 1962-63 no consistent pattern of appropriations from the two units of government is apparent. Increases or decreases of funds from one unit of government have not resulted in increases or decreases of funds from the other. The total amounts of funds appropriated for vocational education over the eighteen-year period have increased. Although the amounts for any future year could be increased or decreased quite drastically, such action is not expected. Instead, expectations are that in the foreseeable future, appropriations of funds will be at least equal to and probably greater than present amounts. Greater attention must be given to the problem of how to make the most effective use of available vocational education funds.

B. LIMITATIONS OF THE STUDY

This follow-up study was designed to supplement the initial study, which was to determine the probable effect of withdrawal of reimbursement for instruction provided on the high school level, since approximately three-fourths of the funds going to local communities are used to reimburse the salaries of teachers in our high schools.

In 1959-60 and 1962-63 the following amounts were paid to local communities from state and federal funds for instruction in day-school programs in Michigan high schools:

	<u>1959-60</u>	<u>1962-63</u>
Agricultural Education	\$ 444,250	\$ 476,918
Homemaking Education	420,516	458,140
Trade and Industrial Education	152,975	153,232
Cooperative Training	<u>269,191</u>	<u>340,667</u>
TOTAL	\$1,286,932	\$1,428,957

Local school districts received for all day-school vocational education services provided in 1959-60 a total of \$1,681,607, and for those provided in 1962-63 a total of \$2,024,474. These funds were reimbursement for all kinds of vocational education services provided by local school districts, including supervisory and administrative services, travel, etc. The point is that in 1959-60 approximately 77%, and in 1962-63 approximately 71%, of the state and federal funds used to reimburse local schools for agricultural, homemaking, trade and industrial, and cooperative training went for day-school programs in Michigan high schools. Since such a large proportion of our state and federal vocational education funds is used to reimburse the salaries of teachers in Michigan high schools, it was decided that a study should be done to determine what the probable effect would be if such reimbursement were discontinued and the funds used to provide other services, either on the secondary level or for out-of-school youth and adult programs.

The present study has the same limitations as the initial study. As previously stated, the objectives of this follow-up are to determine present agreement or disagreement with past opinions and to investigate the relationship of opinions and probable action.

C. PROCEDURE FOR THE SURVEY

After consultation with The University of Michigan Institute for Social Research it was decided that use of the same questionnaire and procedure used in 1960-61 would determine reliability of the questionnaire and provide a common basis for comparative purposes.

Also, a decision was made not to undertake immediately extensive interviews because of the difficulty in obtaining valid information and difficulty in establishing a reliable interview structure. Furthermore, if the findings of this study are similar to those for the 1960-61 study, there would be no necessity for extensive interviews. Therefore, interview follow-up was limited to selected respondents from whom additional information was desired. Refer to Part D of this section for the procedure of selection of these administrators.

On March 28, 1963, a cover letter and the questionnaire (see the Appendix) were sent to all superintendents, directors of vocational education, and high school principals in Michigan school districts in which reimbursed directors of vocational education were employed during the 1962-63 school year. Identical letters and questionnaires were sent to the superintendent, director of vocational education, and high school principals with reimbursed programs in the Detroit Public Schools.

Two weeks after the first mailing, a second mailing to all non-respondents was completed. After an additional two weeks, telephone contact was made with all remaining non-respondents.

Table II is presented to show for 1960-61 and 1962-63 the number of questionnaires sent and the responses received, by position of respondent. In 1960-61 the response for the present population was 93%; in 1962-63 it was 100%.

D. TREATMENT OF RESPONSES

The information contained in this report was coded, put on punch cards, and submitted to analyses. The first analysis consisted of analyzing all administrators' responses to questions by the various possible combinations of programs operated in the administrators' school districts. The second analysis consisted of analyzing all administrators' responses to questions by each administrative position. This latter analysis was completed for the same population in both the 1960-61 and the 1962-63 studies for purposes of comparison.

TABLE II. NUMBER OF QUESTIONNAIRES SENT AND RESPONSES
RECEIVED BY POSITION OF RESPONDENT

Position	For Year	Sent	Received	
			N	%
Superintendent	1960-61	30	27	90
	1962-63	29	29	100
Director of Vocational Education	1960-61	25	25	100
	1962-63	26	26	100
Principal	1960-61	60	55	92
	1962-63	<u>65</u>	<u>65</u>	<u>100</u>
Total	1960-61	115	107	93
	1962-63	120	120	100

Personal interviews with selected school administrators were completed in July, 1963. These administrators were selected from school districts in which two or more of them occupying unlike positions indicated that the same programs would be eliminated if reimbursement should be discontinued. The purpose of the interview was to ascertain the reasons for elimination.

PART III. ANALYSES OF PROGRAMS, POSITIONS, SCHOOLS AND DISTRICTS IN THE SURVEY POPULATION

Tables III through VII are descriptive of the population of the current survey. Interpretations are valid only within this population.

The distribution and combinations of operating programs by position are shown in Table III. This table shows that:

1. Six superintendents represent districts with only one operating program.
2. Twenty-eight principals represent schools with only one operating program.
3. Eleven superintendents represent districts with two operating programs.
4. Twenty-four principals represent schools with two operating programs.
5. Eight superintendents represent districts with three operating programs.
6. Nine principals represent schools with three operating programs.
7. Four superintendents represent districts with four operating programs.
8. Four principals represent schools with four operating programs.

Tables IV and V present the distribution of programs by high school enrollment and district membership. Table IV presents the number of schools and programs in schools for each high school enrollment classification. Table V presents the number of districts and programs for each district membership classification.

Additional descriptions of the population of the present study given in Tables VI and VII are compared with the same population in the 1960-61 study. Table VI shows the changes in the number of positions within the population of the two studies, while Table VII shows the changes in reimbursed programs operated by administrators within the sample from 1960-61 to 1962-63.

All comparisons of responses are made for the same positions in both studies except for the variations shown in Table VI.

TABLE III. DISTRIBUTION OF PROGRAMS BY POSITIONS

Respondents Positions	One Program Only			Two Programs				Three Programs				Four Programs	
	Agr. Hmkg.	T&I	Coop.	Agr. Hmkg.	Agr. T&I	Hmkg. Coop.	Total	Agr. Hmkg. T&I	Agr. Hmkg. Coop.	Hmkg. T&I	Coop.	Total	Agr., Hmkg., T&I, Coop.
Superintendents	0	1	2	3	0	0	6	0	1	0	5	11	8
Dir. of Voc. Ed.	0	0	1	2	0	0	3	0	1	0	5	11	8
Principals	0	1	7	20	1	0	28	1	0	11	11	24	9

TABLE IV. DISTRIBUTION OF PROGRAMS BY HIGH SCHOOL ENROLLMENT

High School Enrollment	One Program Only			Two Programs				Three Programs			Four Programs		Total Schools	NR
	Agr.	Hmkg.	T&I Coop.	Agr. Hmkg. T&I	Agr. Coop.	Hmkg. T&I Coop.	Agr. Hmkg. T&I Coop.	Agr. Hmkg. T&I Coop.	Agr. Hmkg. T&I Coop.	Agr., Hmkg., Coop., T&I				
0-499			4	1									5	
500-999	1		1			1		1				1	4	
1000+	-	2	<u>16</u>	-	1	<u>9</u>	11	2	2	2	2	2	<u>49</u>	
Total	1	1	17	1	1	10	11					4	58	7

TABLE V. DISTRIBUTION OF PROGRAMS BY DISTRICT MEMBERSHIP

District Membership 9/28/62	One Program Only			Two Programs				Three Programs				Four Programs		Total Districts
	Agr. Hmkg.	T&I	Coop.	Agr. Hmkg. T&I	Agr. Coop.	Hmkg. T&I	Hmkg. Coop.	Agr. Hmkg. T&I	Agr. Coop.	Hmkg. T&I	Hmkg. Coop.	Agr., Hmkg., Coop., T&I		
0-8999	1	2	1		1		1	1	1	1	1	2	12	
9-17,999			2		1		1	1	1	3	3	2	10	
18,000+	-	-					2	2	-	1	1	-	7	
Total	1	2	3		1		5	5	1	2	5	4	29	

TABLE VI. CHANGES IN THE NUMBER OF POSITIONS WITHIN
THE SAMPLE FROM 1960-1961 TO 1962-63

Positions	Number	
	1960-61	1962-63
Superintendent	30	29*
Dir. of Voc. Ed.	25	26**
Principal	<u>60</u>	<u>65</u> ***
Total	115	120

*Due to consolidation.

**Employment of DVE in district which did not have one in 1960-61.

***Due to new programs in 5 schools which did not have programs in 1960-61.

TABLE VII. CHANGES IN THE NUMBER OF REIMBURSED PROGRAMS OPERATED
BY ADMINISTRATORS WITHIN THE SAMPLE FROM 1960-61 TO 1962-63

Program	Years		Changes		Net Changes
	1960-61	1962-63	Gain	Loss	
Agriculture	8	9	1		+1
Homemaking	26	24		2	-2
Trade and Industrial	29	31	3	1	+2
Cooperative Training	<u>50</u>	<u>55</u>	<u>6</u>	<u>1</u>	<u>+5</u>
Total	113	119	10	4	+6

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PART IV. OPINIONS OF LOCAL SCHOOL ADMINISTRATORS REGARDING PROBABLE
EFFECT ON REIMBURSED PROGRAMS SHOULD THE SALARY REIMBURSEMENT
BE DISCONTINUED AT THE END OF THREE YEARS

One of the stated objectives of the follow-up study was to determine the extent to which local school administrators' current opinions agree or disagree with reported opinions of nearly two years ago for the same population. More specifically, the study was designed to determine the probable effect on reimbursed programs if withdrawal of salary reimbursement should occur. The questionnaire was designed so that it would also give respondents an opportunity to indicate probable effects if the rate of salary reimbursement were doubled, or if it were to remain the same.

The respondents were then given the opportunity to choose from a list of possible responses in relation to each of the three situations (if salary reimbursement were increased, remained the same, and decreased). The respondents were asked to give their opinions regarding these three possible situations in relation to the programs (agricultural, homemaking, trade and industrial, and cooperative) which were then being operated in their own schools: for example, only administrators who were operating reimbursed vocational agricultural programs were invited to respond to three possible conditions in relation to agricultural education.

The data will be presented on the following pages by fields and years, with some comments intended to help interpret the data and to point out certain highlights.

Tables VIII through XII present administrators' opinions as to what would happen to their programs if reimbursement on salaries were to be eliminated.

Table VIII presents opinions as to what would happen if salary reimbursement were to be eliminated for agricultural programs. This table shows that some minor changes of administrators' opinions have occurred. In both surveys, however, more administrators chose the response that the agricultural programs would be likely to remain unaltered than any other response.

Table IX presents opinions about what would happen if salary reimbursement were to be eliminated for homemaking programs. The pattern of responses is fairly consistent between the two studies. Again, minor shifts in opinion occurred. These shifts are generally within categories of administrators. Most of the respondents indicated that their programs would continue either unaltered or with some modifications. Very few respondents thought their programs would be eliminated.

Table X presents opinions about what would happen if salary reimbursement

were to be eliminated for trade and industrial programs. The responses for "eliminate" were nearly the same as they were two years ago. More respondents indicated "continue unaltered" than any other response. Although the choice "continue unaltered" dropped slightly, the change was not significant for any position or for the total.

Table XI presents opinions about what would happen if salary reimbursement were to be eliminated for the cooperative training programs. Some slight variations of responses by position may be noted, but no pattern of significant change can be discerned. The response that the programs will continue unaltered is greater than any other response. The majority of respondents for both studies indicated that some modification in program would take place. The respondents' opinions for elimination show no change.

Table XII is a summary of Tables VIII through XI. The consistency of responses among all the questions for each program should be noted. Although there are variations among the programs, they are not significant in number or percent. This table allows some general statements to be made. If salary reimbursement were eliminated, we can conclude that few programs would be eliminated. Most programs would continue unaltered or with some modification. These modifications seem to fall into two categories: either the programs would have less quality and serve fewer youth or they would remain the same in quality and serve fewer youth. The number and percent of administrators who indicated "don't know" are insignificant. A higher percent of respondents for the 1962-63 study have expressed opinions than for the earlier study. Apparently homemaking programs would be subject to the least change, while cooperative training would be subject to the most change.

In both studies the respondents indicated that very few programs would be eliminated, regardless of what happened to salary reimbursement. For the current study one principal responded that a trade and industrial program would be eliminated, and another responded that a cooperative training program would be eliminated if salary reimbursement were doubled, remained the same or decreased. For the 1960-61 study, one director responded that an agricultural program, and one principal responded that a cooperative training program would be eliminated even if salary reimbursement were doubled.

A comparison of the two studies leads to similar conclusions. With some reservation, we may assume that during the intervening two-year period the opinions of respondents occupying the three positions has not changed significantly. The only reservation has to do with the turnover of personnel; we are not comparing opinions of the same persons in every instance.

TABLE VIII. OPINIONS OF LOCAL ADMINISTRATORS, BY POSITIONS, AS TO THE EFFECT ON THEIR VOCATIONAL AGRICULTURAL PROGRAMS IF SALARY REIMBURSEMENT WERE REDUCED TO NO AID (PERCENT)

Should the rate of reimbursement at the end of three years be reduced to no aid, the effect would be to:	Years	Superintendents	Dir. of Voc. Ed.	Principals	Totals
		1960-61, N=8 1962-63, N=8	1960-61, N=8 1962-63, N=8	1960-61, N=8 1962-63, N=9	1960-61, N=24 1962-63, N=25
Diminish in quality, but serve the same number of youth	1960-61	--	12.5	12.5	8
	1962-63	--	12.5	--	4
Diminish in quality and serve fewer youth	1960-61	25	12.5	--	12.5
	1962-63	--	37.5	--	12
Improve in quality	1960-61	--	--	--	--
	1962-63	--	--	--	--
Continue unaltered	1960-61	37.5	50	37.5	42
	1962-63	50	12.5	56	40
Remain the same in quality, but serve fewer youth	1960-61	12.5	25	12.5	17
	1962-63	37.5	12.5	22	24
Be eliminated entirely	1960-61	12.5	--	25	12.5
	1962-63	12.5	25	22	20
No response	1960-61	12.5	--	12.5	8
	1962-63	--	--	--	--
Total	1960-61	100.0	100.0	100.0	100.0
	1962-63	100.0	100.0	100.0	100.0

TABLE IX. OPINIONS OF LOCAL ADMINISTRATORS, BY POSITIONS, AS TO THE EFFECT ON THEIR VOCATIONAL HOMEMAKING PROGRAMS IF SALARY REIMBURSEMENT WERE REDUCED TO NO AID (PERCENT)

Should the rate of reimbursement at the end of three years be reduced to no aid, the effect would be to:	Years	Superintendents	Dir. of Voc. Ed.	Principals	Totals
		1960-61, N=18 1962-63, N=16	1960-61, N=15 1962-63, N=15	1960-61, N=26 1962-63, N=24	1960-61, N=59 1962-63, N=55
Diminish in quality, but serve the same number of youth	1960-61	17	13	15	15
	1962-63	6	--	--	2
Diminish in quality and serve fewer youth	1960-61	5.5	20	4	9
	1962-63	38	28	8	22
Improve in quality	1960-61	--	--	4	2
	1962-63	--	6	4	4
Continue unaltered	1960-61	61	54	61	58
	1962-63	38	60	68	56
Remain the same in quality, but serve fewer youth	1960-61	5.5	13	12	11
	1962-63	12	--	8	7
Be eliminated entirely	1960-61	5.5	--	4	3
	1962-63	6	6	4	5
No response	1960-61	5.5	--	--	2
	1962-63	--	--	8	4
Total	1960-61	100.0	100.0	100.0	100.0
	1962-63	100.0	100.0	100.0	100.0

TABLE X. OPINIONS OF LOCAL ADMINISTRATORS, BY POSITIONS, AS TO THE EFFECT ON THEIR VOCATIONAL TRADE AND INDUSTRIAL PROGRAMS IF SALARY REIMBURSEMENT WERE REDUCED TO NO AID (PERCENT)

Should the rate of reimbursement at the end of three years be reduced to no aid, the effect would be to:	Years	Superintendents	Dir. of Voc. Ed.	Principals	Totals
		1960-61, N=19 1962-63, N=19	1960-61, N=18 1962-63, N=18	1960-61, N=29 1962-63, N=31	1960-61, N=66 1962-63, N=68
Diminish in quality, but serve the same number of youth	1960-61	5	--	11	6
	1962-63	--	6	3	3
Diminish in quality and serve fewer youth	1960-61	11	16	3	9
	1962-63	16	33	13	19
Improve in quality	1960-61	--	--	--	--
	1962-63	5	6	3	4
Continue unaltered	1960-61	42	50	45	45
	1962-63	32	33	45	39
Remain the same in quality, but serve fewer youth	1960-61	20	28	3	15
	1962-63	32	16	7	17
Be eliminated entirely	1960-61	11	6	21	14
	1962-63	5	6	23	13
Don't know	1960-61	--	--	--	--
	1962-63	--	--	3	1
No response	1960-61	11	--	17	11
	1962-63	10	--	3	4
Total	1960-61	100	100	100	100
	1962-63	100	100	100	100

TABLE XI. OPINIONS OF LOCAL ADMINISTRATORS, BY POSITIONS, AS TO THE EFFECT ON THEIR COOPERATIVE OCCUPATIONAL TRAINING PROGRAMS IF SALARY REIMBURSEMENT WERE REDUCED TO NO AID (PERCENT)

Should the rate of reimbursement at the end of three years be reduced to no aid, the effect would be to:	Years	Superintendents	Dir. of Voc. Ed.	Principals	Totals
		1960-61, N=25 1962-63, N=25	1960-61, N=25 1962-63, N=24	1960-61, N=50 1962-63, N=55	1960-61, N=100 1962-63, N=104
Diminish in quality, but serve the same number of youth	1960-61	8	16	16	9
	1962-63	4	4	2	3
Diminish in quality and serve fewer youth	1960-61	8	8	10	9
	1962-63	20	38	18	23
Improve in quality	1960-61	--	--	--	--
	1962-63	4	4	2	3
Continue unaltered	1960-61	28	20	32	28
	1962-63	24	25	36	31
Remain the same in quality, but serve fewer youth	1960-61	20	32	14	20
	1962-63	20	8	15	14
Be eliminated entirely	1960-61	20	16	18	18
	1962-63	20	17	20	19
Don't know	1960-61	--	--	4	2
	1962-63	--	4	--	1
No response	1960-61	16	8	16	14
	1962-63	8	--	7	6
Total	1960-61	100	100	100	100
	1962-63	100	100	100	100

TABLE XII. SUMMARY OF OPINIONS OF LOCAL ADMINISTRATORS, BY PROGRAMS, AS TO THE EFFECT ON THEIR VOCATIONAL PROGRAMS IF SALARY REIMBURSEMENT WERE REDUCED TO NO AID (PERCENT)

Should the rate of reimbursement at the end of three years be reduced to no aid, the effect would be to:	Years	Agriculture		Homemaking		Trade and Industrial		Cooperative	
		1960-61, N=24	1962-63, N=25	1960-61, N=59	1962-63, N=55	1960-61, N=66	1962-63, N=68	1960-61, N=100	1962-63, N=104
Diminish in quality, but serve the same number of youth	1960-61 1962-63	8 4		15 2		6 3		9 3	
Diminish in quality and serve fewer youth	1960-61 1962-63	12.5 12		9 22		9 19		9 23	
Improve in quality	1960-61 1962-63	-- --		2 4		-- 4		-- 3	
Continue unaltered	1960-61 1962-63	42 40		58 56		45 39		28 31	
Remain the same in quality, but serve fewer youth	1960-61 1962-63	17 24		11 7		15 17		20 14	
Be eliminated entirely	1960-61 1962-63	12.5 20		3 5		14 13		18 19	
Don't know	1960-61 1962-63	-- --		-- --		-- 1		2 1	
No response	1960-61 1962-63	8 --		2 4		11 4		14 6	
Total	1960-61 1962-63	100.0 100.0		100 100		100 100		100 100	

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PART V. OPINIONS OF SCHOOL ADMINISTRATORS REGARDING THE USE OF STATE
AND FEDERAL FUNDS IN THE DEVELOPMENT OF HIGH SCHOOL
AND POST-HIGH SCHOOL SERVICES AND PROGRAMS

One part of the questionnaire was designed to determine whether administrators felt that vocational education should be emphasized on the high school or post-high school level. This section of the questionnaire was introduced by the following statement:

"If, in the future, vocational funds were no longer used to support the present high school programs, these funds could be used to stimulate the further development of new programs and services."

Respondents were then asked to indicate where the funds could be best used; that is, should funds for vocational education be used to stimulate the further development of programs and services for (1) high school youth, or (2) out-of-school youth and adults? An attempt was made to force the respondents to make a choice between the two possibilities by asking them to check only one. Regardless of the program they were currently operating, they were given the opportunity to respond to this question for each of the vocational fields.

Table XIII shows the administrators' responses by programs and by positions. Within these classifications some interesting changes have taken place. The percent of non-respondents dropped for each program and position. The percent of non-respondents ranked from highest to lowest was in the following order: agricultural, homemaking, industrial, and business. One explanation for this is that many administrators who were not currently operating a particular program did not make a choice for that program, whereas administrators who were operating a particular program usually made a choice.

In the current study, except for agriculture, a majority of respondents expressed the opinion that funds should be used for programs and services for high school youth; and except for agriculture, this majority was slightly greater than in the previous survey. The choices for high school youth in the various programs were: business, 64%; homemaking and industrial, 56%; and agriculture, 37%. These choices are not significantly different from those choices made in the 1960-61 study.

Although the respondents were requested to select only one of two areas for fund uses, many administrators checked both high school and out-of school youth and adults. The directors of vocational education favored the use of funds for both groups more than did the superintendents or principals.

The two studies reveal no significant shifts of opinions. Perhaps the most that can be said is that there may be more support for using funds for high

school youth. The opinions about using funds for out-of-school youth seem to have remained constant. Some uncertainty exists for trends of opinions for agricultural programs. There seems to be a shift in opinions about fund use in agricultural education to out-of-school youth and adults.

TABLE XIII. RECOMMENDATIONS OF LOCAL ADMINISTRATORS, BY POSITIONS, AS TO THE USE OF VOCATIONAL FUNDS IN THE EVENT THESE FUNDS WERE NO LONGER USED TO SUPPORT PRESENT HIGH SCHOOL PROGRAMS (PERCENT)

Funds should be used to stimulate the further development of services and programs for:	Years	Agriculture			Homemaking			Industrial			Business			Total		
		Supt.			Supt.			Supt.			Supt.			Supt.		
		DVE	Prin.	Total	DVE	Prin.	Total	DVE	Prin.	Total	DVE	Prin.	Total	Agr.	Hmkg.	Ind.
	1960-61, N=	30	25	60	30	25	60	30	25	60	30	25	60	115	115	115
	1962-63, N=	29	26	65	29	26	65	29	26	65	29	26	65	120	120	120
High School youth	1960-61	46	24	36	54	44	45	50	40	50	60	52	53	38	47	48
	1962-63	48	31	34	62	50	55	59	69	51	56	73	65	37	56	56
Out-of-school youth and adults	1960-61	27	32	32	20	24	29	26	32	27	28	20	23	30	25	28
	1962-63	35	31	45	21	19	31	35	8	32	28	4	21	39	26	28
Both	1960-61	--	20	7	3	16	9	7	20	8	10	20	12	8	9	11
	1962-63	3	15	--	3	23	6	3	23	11	12	23	9	4	9	11
No response	1960-61	27	24	25	23	16	17	17	8	15	14	8	12	24	19	14
	1962-63	14	23	21	14	8	8	3	--	6	4	--	5	20	9	4
Total	1960-61	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	1962-63	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

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PART VI. OPINIONS OF SCHOOL ADMINISTRATORS REGARDING THE USE OF
STATE AND FEDERAL FUNDS IN THE DEVELOPMENT OF STATE
SCHOOLS, AREA SCHOOLS, AND LOCAL SCHOOLS

The questionnaire included several items designed to determine administrators' opinions about the establishment of schools for youth and adults on an area basis.

The respondents were asked to give an answer to the following question:

"How can we best use state and federal funds for improving programs and services for high school youth who want to prepare for employment?"

The possible answers were: (A) for the State Department of Public Instruction to organize, equip and operate state and/or area vocational schools; (B) for cooperating school districts to organize, equip, and operate area vocational schools; (C) for local school districts to develop more adequate programs and services; (D) any combination of two or all three of the selections.

The administrators were asked to consider each of the possible choices in relation to each field. Their selections by field and position for high school youth are shown in Table XIV.

For each of the four fields the respondents in both studies most often selected C, "Use funds for the local school districts to develop more adequate programs and services." There is a high percent of no response for agriculture and homemaking because many administrators, especially in urban areas, did not make a selection if they did not operate a program in that field. For the 1962-63 study the selection A, B, and C, use of funds for state, area, and local programs and services, received more attention for each field. Selection B, "Use of funds to organize, equip, and operate area vocational schools through cooperating school districts," received less attention in the 1962-63 study. However, the differences between the two studies are not significant; what differences do appear are too small to allow any generalizations about trends.

Administrators were asked a similar question with the same choices of answers for out-of-school youth and adults; the results are shown in Table XV.

The same observations can be made about Table XV that were made about Table XIV for no response, choice B, choice A, B, and C, and differences between the studies.

However, it is interesting to observe the changes of percents for opinions by positions and selections. Although in Tables XIV and XV for choice A, B,

and C, the total percent of administrators increased for each field in the 1962-63 study, there was a lower percent for some of the administrative positions. Examples of this change for choice A, B, and C are the directors' opinions for industrial education in Table XIV and the superintendents' opinions for homemaking and industrial education in Table XV.

TABLE XIV. OPINIONS OF LOCAL SCHOOL ADMINISTRATORS, BY POSITIONS, AS TO THE BEST UTILIZATION OF STATE AND FEDERAL VOCATIONAL FUNDS FOR IMPROVING PROGRAMS AND SERVICES FOR HIGH SCHOOL YOUTH PREPARING FOR EMPLOYMENT (PERCENT)

Opinion Checked	Program Position Years 1960-61, N= 1962-63, N=	Agricultural				Homemaking				Industrial				Business				Totals				
		Supt.	DVE	Prin.	Total	Supt.	DVE	Prin.	Total	Supt.	DVE	Prin.	Total	Supt.	DVE	Prin.	Total	Agr.	Hmkg.	Ind.	Bus.	
		30	25	60	115	30	25	60	115	30	25	60	115	30	25	60	115	115	115	115	115	
A only	1960-61	7	4	3	4	--	--	5	3	7	4	5	5	3	--	3	3	3	4	3	5	3
	1962-63	7	--	2	3	3	4	5	4	3	--	9	6	3	4	8	6	3	4	6	6	6
B only	1960-61	17	24	12	16	10	8	10	9	10	12	12	11	7	16	12	11	16	9	11	11	
	1962-63	17	8	6	9	3	4	5	4	14	12	2	7	7	8	3	5	9	4	7	5	
C only	1960-61	23	24	20	22	53	56	30	42	37	40	33	36	54	56	40	46	22	42	36	46	
	1962-63	32	31	20	25	45	57	41	46	35	42	31	34	45	54	38	43	25	46	34	43	
A and B	1960-61	--	4	5	3	--	4	3	3	10	4	8	8	3	--	5	3	3	3	8	3	
	1962-63	--	4	2	2	--	--	3	2	--	--	3	2	--	--	3	2	2	2	2	2	
A and C	1960-61	--	4	--	1	--	--	2	1	3	4	--	2	3	--	3	3	1	1	2	3	
	1962-63	--	4	--	1	--	4	6	4	3	4	3	3	3	4	6	5	1	4	3	5	
B and C	1960-61	7	12	5	7	7	4	10	8	7	4	7	6	13	12	5	9	7	8	6	9	
	1962-63	3	8	8	6	7	8	6	7	14	15	9	12	14	11	8	10	6	7	12	10	
A, B, and C	1960-61	3	8	5	5	3	4	3	3	13	32	20	21	--	16	12	10	5	3	21	10	
	1962-63	3	14	6	8	14	8	9	10	24	27	37	32	21	19	28	24	8	10	32	24	
No response	1960-61	43	20	50	42	27	24	37	31	13	--	15	11	17	--	20	15	42	31	11	15	
	1962-63	38	31	56	46	28	15	25	23	7	--	6	5	7	--	6	5	46	23	5	5	
Total	1960-61	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
	1962-63	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	

Key:

Key:

- A. Use funds for the State Department of Public Instruction to organize, equip, and operate state and/or area vocational schools.
- B. Use funds to organize, equip, and operate area vocational schools through cooperating school districts
- C. Use funds for the local school districts to develop more adequate programs and services.

TABLE XV. OPINIONS OF LOCAL SCHOOL ADMINISTRATORS, BY POSITIONS, AS TO THE BEST UTILIZATION
OF STATE AND FEDERAL VOCATIONAL FUNDS FOR IMPROVING PROGRAMS AND SERVICES FOR
OUT-OF-SCHOOL YOUTH AND ADULTS PREPARING FOR EMPLOYMENT (PERCENT)

Opinion Checked	Program Position Years	Agricultural				Homemaking				Industrial				Business				Totals			
		Supt.	DVE	Prin.	Total	Supt.	DVE	Prin.	Total	Supt.	DVE	Prin.	Total	Supt.	DVE	Prin.	Total	Agr.	Hkng.	Ind.	Bus.
		1960-61, N=	1962-63, N=	1960-61, N=	1962-63, N=	1960-61, N=	1962-63, N=	1960-61, N=	1962-63, N=	1960-61, N=	1962-63, N=	1960-61, N=	1962-63, N=	1960-61, N=	1962-63, N=	1960-61, N=	1962-63, N=	1960-61, N=	1962-63, N=	1960-61, N=	1962-63, N=
A	1960-61 1962-63	10 14	8 4	5 6	7 7	10 7	-- --	1 11	3 7	13 10	4 --	7 11	8 8	17 10	4 --	3 9	7 8	7 7	3 7	8 8	7 8
B	1960-61 1962-63	20 21	28 8	8 6	16 10	13 10	28 4	7 9	13 8	13 17	24 8	10 8	13 10	10 17	24 4	10 9	13 10	16 10	13 8	13 10	13 10
C	1960-61 1962-63	17 31	16 27	19 17	17 22	37 49	40 47	32 28	35 57	34 32	32 30	26 27	30 29	40 35	40 46	33 29	36 34	17 22	35 37	30 29	36 34
A and B	1960-61 1962-63	-- --	-- 4	3 3	2 3	-- --	-- --	7 --	3 --	7 3	4 --	10 3	8 3	3 --	4 --	8 --	6 1	2 3	3 --	8 3	6 1
A and C	1960-61 1962-63	-- --	-- 4	-- 2	-- 2	-- --	4 4	1 2	2 2	-- --	-- 4	-- 6	-- 4	-- --	4 4	2 2	2 3	-- 2	2 2	-- 4	2 3
B and C	1960-61 1962-63	3 3	16 8	5 3	7 4	3 7	8 15	7 6	6 8	3 14	12 27	7 2	7 10	10 14	12 19	10 8	10 9	7 4	6 8	7 10	9 9
A, B, and C	1960-61 1962-63	3 3	8 18	5 12	5 12	7 3	4 15	5 23	5 17	20 17	24 27	17 37	19 30	7 17	8 23	12 32	10 27	5 12	5 17	19 30	10 27
No response	1960-61 1962-63	47 28	24 27	55 51	46 40	30 24	16 15	40 21	33 21	10 7	-- 4	23 6	15 6	13 7	4 4	22 11	16 8	46 40	33 21	15 6	16 8
Total	1960-61 1962-63	100 100	100 100	100 100	100 100	100 100	100 100	100 100	100 100	100 100	100 100	100 100	100 100	100 100	100 100	100 100	100 100	100 100	100 100	100 100	100 100

Key:

- A. Use funds for the State Department of Public Instruction to organize, equip, and operate state and/or area vocational schools.
- B. Use funds to organize, equip, and operate area vocational schools through cooperating school districts.
- C. Use funds for the local school districts to develop more adequate programs and services.

PART VII. OPINIONS OF SCHOOL ADMINISTRATORS REGARDING
MORE EFFECTIVE USES OF STATE AND FEDERAL FUNDS

The last part of the questionnaire was designed to determine more effective ways for the use of funds for development of more adequate vocational programs and services in the local school districts.

The introductory statement was:

"Here are several ways in which state and federal funds might be used to help local districts develop more adequate programs and services for high school youth."

After this statement a list of purposes for fund expenditure was presented. Respondents were requested to indicate their preference by checking either "agree" or "disagree" for each purpose.

For out-of-school youth and adults a second list of programs and services for fund expenditure was presented. Respondents were requested to follow the same procedure of selection and expression of their preferences.

Table XVI and XVIII present opinions of administrators for both studies for high school youth and out-of-school youth and adults. Tables XVII and XIX rank the items from Tables XVI and XVIII in order of percent of agreement.

In Table XVI the choice for supervisory and consultant services is the only choice for which the total of expressed opinions for "disagree" exceeds that for "agree." However, within the total, the directors' opinions are in agreement, and the superintendents' and principals' opinions are in disagreement for the choice. This situation is true for both studies.

The percent of non-respondents has decreased for the current study. Except for choices a, g, and h the percent of agreement increased while the percent of disagreement decreased or remained the same. For choices a and h the percents of agreement and disagreement increased. Choice g, supervisory and consultant services, was discussed in the preceding paragraph.

A few directors and principals in both studies wrote on the questionnaire that they did not know what their opinions were for various items. Therefore, a "don't know" classification was established to indicate this response apart from "no response" for the questions.

Table XVII shows the respondents' preferences in order of most agreement to least agreement for 1962-63 compared with 1960-61. The first five and last choices are in the same order for both surveys. Choices 6-9 in the current

study were numbered 7, 9, 8, and 10, respectively, in the first study. Choice 10 in the current study was number 6 in the earlier study. Choices 6-8 in the current study have 68% agreement. Their rank, which was established in order of least to most disagreement, was: choice 6, 23%; choice 7, 24%; choice 8, 26%.

In Table XVIII, which presents choices for fund uses for out-of-school youth and adults, the percent of no responses has decreased. The percent of respondents who indicated "don't know" decreased also. In the totals there are no selections for which disagreement exceeds agreement. The directors' responses show the most variance from other administrators' responses for the services which should be supported.

When the two studies are compared, the following should be noted: choices c and e show an increased percent of agreement and decreased and equal percent of disagreement; choices b, d, and f show an increased percent of agreement while they also show an increased percent of disagreement; and choices a and g show a decreased percent of agreement and increased percent of disagreement.

In Table XIX choices are ranked in order of preference as determined by the percent of agreement from most to least for 1962-63 compared with 1960-61. Table XIX shows greater change in the order of preference than is shown in Table XVII for high school youth. The following changes in rank should be noted for the current study: choices 1 and 4 remained unchanged; choices 2 and 3 are reversed; choice 5 was 7; choices 6 and 7 were 5 and 6.

A note of interest for the two studies is that for both high school youth and out-of-school youth and adults, guidance services and development and preparation of instructional materials were ranked in the first three choices in order of agreement, and the percent of agreement is nearly the same.

TABLE XVI. AGREEMENT AND DISAGREEMENT OF LOCAL ADMINISTRATORS, BY POSITIONS, REGARDING WAYS IN WHICH STATE AND FEDERAL FUNDS MIGHT BE USED TO HELP LOCAL SCHOOL DISTRICTS DEVELOP MORE ADEQUATE VOCATIONAL PROGRAMS AND SERVICES FOR HIGH SCHOOL YOUTH (PERCENT)

We should spend more for:	Years	Superintendents					Dir. of Voc. Ed.					Principals					Totals				
		1960-61, N=30					1960-61, N=25					1960-61, N=60					1960-61, N=115				
		A	D	DK	NR	T	A	D	DK	NR	T	A	D	DK	NR	T	A	D	DK	NR	T
a. Occupational surveys and follow-up studies.	1960-61 1962-63	50 52	30 34	-- --	20 14	100 100	76 69	24 27	-- --	4 4	100 100	51 55	24 37	-- --	25 8	100 100	57 58	25 34	-- --	18 8	100 100
b. Other-than-classroom activities (farm practice, home visitations, etc.).	1960-61 1962-63	57 69	20 24	-- --	23 7	100 100	68 69	32 23	-- --	8 8	100 100	50 67	25 23	-- 2	25 8	100 100	56 68	25 23	-- 1	19 8	100 100
c. Late afternoon, evening, Saturday, and summer programs.	1960-61 1962-63	67 69	17 24	-- --	16 7	100 100	56 50	36 42	-- 4	8 4	100 100	38 60	38 32	2 --	22 8	100 100	50 60	32 32	1 1	17 7	100 100
d. Job training for special groups (potential drop-outs, slow readers, etc.).	1960-61 1962-63	70 90	13 7	-- --	17 3	100 100	84 85	12 15	-- --	4 --	100 100	74 86	8 8	-- --	18 6	100 100	75 87	10 9	-- --	15 4	100 100
e. In-service training of teachers.	1960-61 1962-63	67 73	13 24	-- --	20 3	100 100	52 57	36 39	4 4	8 --	100 100	50 71	28 21	2 2	20 6	100 100	55 68	26 26	2 2	17 4	100 100
f. Pilot and experimental programs.	1960-61 1962-63	74 86	13 11	-- --	13 3	100 100	72 92	28 8	-- --	-- --	100 100	45 67	28 23	2 2	25 8	100 100	58 77	24 17	1 1	17 5	100 100
g. Supervisory and consultant services.	1960-61 1962-63	33 38	44 52	-- --	23 --	100 100	48 46	40 42	-- 4	12 8	100 100	27 28	43 58	2 2	28 12	100 100	33 34	43 53	1 2	23 11	100 100
h. Vocational guidance services for employment-bound youth.	1960-61 1962-63	70 83	7 14	-- --	23 3	100 100	92 92	4 8	4 --	-- --	100 100	68 80	12 12	-- --	20 8	100 100	74 83	9 12	1 --	16 5	100 100
i. Equipment for shops and laboratories.	1960-61 1962-63	43 72	37 21	-- --	20 7	100 100	68 61	32 31	-- --	8 8	100 100	50 69	29 23	1 --	20 8	100 100	52 68	31 24	1 --	16 8	100 100
j. Preparation of instructional materials.	1960-61 1962-63	76 79	7 14	-- --	17 7	100 100	88 73	8 27	4 --	-- --	100 100	58 80	25 14	-- --	17 6	100 100	70 78	16 17	1 --	13 5	100 100
k. Research and evaluation.	1960-61 1962-63	70 72	13 21	-- --	17 7	100 100	68 73	20 23	-- --	12 4	100 100	49 66	26 25	2 --	23 9	100 100	58 69	22 23	1 --	19 8	100 100

A - Agree
D - Disagree
DK - Don't know
NR - No response
T - Total

TABLE XVII. COMPARISON OF RANK IN ORDER OF PERCENT OF AGREEMENT FOR
ITEMS IN TABLE XVI FOR 1962-63 AND 1960-61 (HIGH SCHOOL YOUTH)

Item	1962-63		1960-61	
	Agreement, %	Rank	Agreement, %	Rank
d. Job training for special groups.	87	1	75	1
h. Vocational guidance services for employment-bound youth.	83	2	74	2
j. Preparation of instructional materials.	78	3	70	3
f. Pilot and experimental programs.	77	4	58	4
k. Research and evaluation.	69	5	58	5
b. Other than classroom activities.	68	6	56	7
i. Equipment for shops and laboratories.	68	7	52	9
e. In-service training of teachers.	68	8	55	8
c. Late afternoon, evening, Saturday and summer programs.	60	9	50	10
a. Occupational surveys and follow-up studies.	58	10	57	6
g. Supervisory and consultant services.	34	11	33	11

TABLE XVIII. AGREEMENT AND DISAGREEMENT OF LOCAL ADMINISTRATORS, BY POSITIONS, REGARDING WAYS IN WHICH STATE AND FEDERAL FUNDS MIGHT BE USED TO HELP LOCAL SCHOOL DISTRICTS DEVELOP MORE ADEQUATE VOCATIONAL PROGRAMS AND SERVICES FOR OUT-OF-SCHOOL YOUTH AND ADULTS (PERCENT)

We should spend more for:	Years	Superintendents						Dir. of Voc. Ed.						Principals						Totals					
		1960-61, N=30						1960-61, N=25						1960-61, N=60						1960-61, N=115					
		A	D	DK	NR	T		A	D	DK	NR	T		A	D	DK	NR	T		A	D	DK	NR	T	
a. Studies to determine the needs of out-of-school youth and adults.	1960-61 1962-63	66 52	17 34	-- --	17 14	100 100		72 69	20 27	-- --	8 4	100 100		56 61	22 34	2 --	20 5	100 100		62 61	20 32	1 --	17 7	100 100	
b. Instruction in evening school and adult classes.	1960-61 1962-63	80 83	-- 7	-- --	20 10	100 100		76 69	20 27	-- --	4 4	100 100		56 74	19 21	-- --	25 5	100 100		67 75	14 19	-- --	19 6	100 100	
c. Administrative and supervisory services aimed at the development of out-of-school youth and adult programs.	1960-61 1962-63	53 62	27 31	-- --	20 7	100 100		64 81	28 15	-- --	8 4	100 100		38 66	42 25	2 --	18 9	100 100		48 68	35 24	1 --	16 8	100 100	
d. Instruction in full-time technical-terminal education on the community-college level.	1960-61 1962-63	73 79	7 14	-- --	20 7	100 100		68 61	28 35	-- --	4 4	100 100		58 77	20 15	-- --	22 8	100 100		64 74	18 19	-- --	18 7	100 100	
e. Development of instructional materials (for use in specific areas of training).	1960-61 1962-63	70 73	10 17	-- --	20 10	100 100		84 73	12 23	4 4	-- --	100 100		57 83	20 12	3 --	20 5	100 100		66 78	16 16	2 1	16 5	100 100	
f. Vocational guidance services for out-of-school youth and adults.	1960-61 1962-63	70 72	7 21	-- --	23 7	100 100		92 88	8 12	-- --	-- --	100 100		65 80	13 15	-- --	22 5	100 100		72 80	10 16	-- --	18 4	100 100	
g. Evaluation of programs for out-of-school youth and adults.	1960-61 1962-63	63 38	10 48	-- --	27 14	100 100		68 65	28 31	-- --	4 4	100 100		54 51	23 40	-- --	23 9	100 100		59 51	21 40	-- --	20 9	100 100	

A - Agree
D - Disagree
DK - Don't know
NR - No response
T - total

TABLE XIX. COMPARISON OF RANK IN ORDER OF PERCENT OF AGREEMENT
FOR ITEMS IN TABLE XVIII FOR 1962-63 AND 1960-61
(OUT-OF-SCHOOL YOUTH AND ADULTS)

Item	1962-63		1960-61	
	Agreement, %	Rank	Agreement, %	Rank
f. Vocational guidance services for out-of-school youth and adults.	80	1	72	1
e. Development of instructional materials.	78	2	66	3
b. Instruction in evening school and adult classes.	75	3	67	2
d. Instruction in full-time technical-terminal education on the community college level.	74	4	64	4
c. Administrative and supervisory services aimed at development of programs.	68	5	48	7
a. Studies to determine the needs of out-of-school youth and adults.	61	6	62	5
g. Evaluation of programs for out-of-school youth and adults.	51	7	59	6

PART VIII. INTERVIEWS WITH SELECTED RESPONDENTS

Personal interviews were held with selected administrators who had indicated that programs would be eliminated if teacher salary reimbursement should be discontinued; the purpose of the interviews was to attempt to discover the rationale which resulted in opinions that programs would be eliminated.

The reasons generally given for elimination were based on financial uncertainties, declining class enrollments, and scheduling problems. The administrators thought that their boards of education would base any decision about program elimination on financial conditions, staff recommendations, and student needs. The administrators thought that the final decision on program elimination would ultimately be determined by the amount of student and community need for any particular program.

The administrators were concerned about the effect of elimination of programs; few of them cared to speculate about the consequences; they assumed a wait-and-see attitude.

Some administrators questioned whether or not present programs were as effective as they might be. They suggested that consideration be given to improvement of vocational programs and services in the following areas: more attention to programs for the slow learner and slow reader; more experimental programs; greater allowances for flexibility within state vocational regulations so that special situations might be eligible for reimbursement; more vocational guidance; more attention to programs for the potential drop-out; programs of greater scope in new and allied fields; more in-service training for teachers at all levels; possible reallocations of funds for special programs and services; and built-in statutory incentives to force increased local financial support.

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PART IX. SUMMARY

Certain conditions must be observed in interpreting the data presented in the tables. In making comparisons, one must consider the different bases for percents between and within the studies. The changes in percents of non-respondents must be considered. Only the respondents' positions are identical for the two studies; the persons occupying those positions are not the same in all instances. Therefore, changes of personnel in positions might account for differences in percents of opinions for the positions and totals. Because of these limitations, direct percentage comparisons of differences were avoided in interpreting the tables.

Careful analysis of the returned questionnaires revealed no significant differences of opinions among respondents according to positions, district membership, high school enrollment, operating programs, urban or rural districts, or geographical locations of districts.

With the exception of a few minor deviations, the results of the follow-up study are similar to the results of the 1960-61 study. From this, the conclusions and the recommendations of the 1960-61 study are strengthened.

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PART X. RECOMMENDATIONS¹

The following recommendations are governed by the principle that the purpose of state and federal vocational education funds is to encourage the development, improvement and extension of vocational education programs at all levels. Continuous evaluation of rates and purposes of reimbursement should be made of all vocational programs to accomplish this principle. Evaluation of local needs and support may result in changes for reimbursement rates.

The recommendations made as a result of this study are that:

1. The full rate of reimbursement be applied to the salaries of day-school teachers and coordinators in approved high school vocational programs for a period of five years and support withdrawn (one-third each year) for the sixth, seventh, and eighth years. The withdrawal of support of programs currently operated and which have been supported for five or more years should begin with the school year 1964-65.

2. The following services for youth of high school age be encouraged through higher rates of reimbursement:

- a. New instructional services for schools which have not previously provided vocational instruction in a particular field. Schools might be encouraged to provide new programs and services if the amount of aid from state and federal vocational funds were sufficient to offset some of the added costs in getting a program established. The school district proposing to initiate a new program should be required to justify the need for and feasibility of such a program. Pilot and experimental programs would also be included in this category.
- b. Occupational counseling, placement and follow-up services designed to assist employment-bound youth make the transition from school to job. Career planning, educational planning, job placement and occupational studies would be included in this category of services.
- c. Instructional services which supplement the day-school vocational programs or meet the needs of out-of-school youth. Examples of

¹It should be noted that the recommendations made here are basically the same as those made as a part of the earlier study:

Ralph C. Wenrich. A Study to Determine More Effective Ways of Using State and Federal Vocational Education Funds in the Further Development of Programs Operated by Local School Districts. Ann Arbor: The University of Michigan Office of Research Administration, July 1962.

such services are: late-afternoon and evening classes for out-of-school youth; Saturday and summer classes for either in-school or out-of-school youth; and other-than-classroom activities, such as extension services and supervised farming practices, during the summer months.

- d. Professional growth services for teachers, supervisors, and administrators. Services in this category might include local curriculum workshops, community surveys, studies of the needs of youth and adults for vocational education, preparation of instructional materials, and self-evaluation of local programs.

3. The following services for adults be encouraged by reimbursement incentives:

- a. Vocational counseling services for adults who need help in making a more satisfactory occupational adjustment.
- b. Professional improvement services which would include pre-service and in-service training of teachers of adult classes, development of more adequate instructional materials for adult classes, and the development of closer cooperative relationships with business, industry, and agriculture.
- c. Instructional services for purposes of training persons engaged in agriculture, business, industry, and homemaking.
- d. Instructional services for the training of technicians in agriculture, business and industry in post-high school programs in community colleges, technical institutes, technical divisions of colleges and universities, area vocational-technical schools or centers, or similar institutions.

4. The following services, which would benefit both youth of high school age and adults, be encouraged through reimbursement policies:

- a. Administrative and supervisory services. Every community school system large enough to operate a comprehensive vocational program needs specialized administrative and supervisory personnel to provide leadership and to give direction to the program and to maintain standards.
- b. Services on an area basis. Since many high schools are not large enough to provide a diversified program of specialized training and some which are large enough are not interested in preparing youth for employment, state and federal vocational funds might be used in the development of area vocational programs. This could be accomplished by providing a higher rate of reimbursement for

instructional and other services and by providing reimbursement for a portion of the cost of equipping area schools or centers.

- c. Purchase of equipment. Provision should be made for the reimbursement of local school districts for a portion of the cost of new equipment to modernize present facilities and to equip shops and laboratories needed in the development of new programs.
- d. Research and evaluation services. These would enable educators at every level to investigate, experiment, improve, and assess ideas and programs in vocational education.

5. A study should be made to determine whether or not reimbursement of the salaries of day-school teachers in the community colleges, technical institutes, and technical divisions of colleges and universities is essential beyond the five-year period of full reimbursement to which high school programs would be limited under recommendation No. 1.

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APPENDIX

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THE UNIVERSITY OF MICHIGAN

ANN ARBOR

SCHOOL OF EDUCATION

DEPARTMENT OF VOCATIONAL EDUCATION
AND PRACTICAL ARTS

DATE: March 28, 1963

TO: Superintendents of Schools, High School Principals, and Directors of Vocational Education in School Districts with Reimbursed Directors of Vocational Education; Superintendent, Director of Vocational Education, and Principals of High Schools with Reimbursed Programs of Vocational Education in Detroit.

FROM: Ralph C. Wenrich, Chairman
Department of Vocational Education and Practical Arts

SUBJECT: A Follow-up Study of the Opinions of Local School Administrators
Regarding the Financing of Vocational Education in Michigan.

Two years ago, The University of Michigan in cooperation with an advisory committee engaged in a study of vocational education in Michigan. A questionnaire was designed to determine the probable effects of changes in reimbursement on high school vocational education programs.

The questionnaire was sent to local school administrators. The response was ninety-two percent. The results were reported in A Study to Determine More Effective Ways of Using State and Federal Vocational Education Funds in the Further Development of Programs Operated by Local School Districts.

Since 1961, the opinions of local school administrators toward problems dealing with the financing of vocational education may have changed. This study is designed to ascertain the current thinking of administrators about some of the possible alternative uses for funds in vocational education.

Assuming that the same amount (or more) of state and federal vocational education funds will be made available in the future, present practices of reimbursement might be continued or modified, if modifications seem desirable. You are requested to assist in this determination by completing the enclosed questionnaire. It is identical to the one used two years ago.

Questionnaires are numbered merely to enable us to follow up those who are tardy with their responses. (This, of course, will not be necessary in your case!) Please be assured that YOUR RESPONSE WILL REMAIN CONFIDENTIAL. Reports and analyses of data will not identify individuals, schools, or school systems. When this study is completed, a copy will be sent to you.

A self-addressed envelope is enclosed for the RETURN OF YOUR QUESTIONNAIRE. Your cooperation in returning this questionnaire as soon as possible will be greatly appreciated.

QUESTIONNAIRE ON YOUR SECONDARY-SCHOOL
REIMBURSED VOCATIONAL PROGRAMS

1. What is your position in the schools?

☐ Superintendent of schools☐ Director of vocational education

} Skip to Question 4

☐ Principal of high school

2. How many grades are there in your school?

☐ 3 grades (10-12)☐ 4 grades (9-12)☐ 6 grades (7-12)☐ Other (please specify) _____

3. What is the total enrollment in your high school?

☐ 0-199☐ 200-499☐ 500-999☐ 1000 or more4. According to our records, reimbursed vocational courses or programs are currently operating in your school(s) in the field(s) checked in the boxes below. Therefore only that part(s) of the questionnaire for the indicated program(s) is included.☐ Agriculture☐ Homemaking☐ Trade and Industrial☐ Cooperative Occupational Training☐ If records above are incorrect, please indicate program(s) to be added or deleted in the space below.

5. Are you currently operating reimbursed vocational AGRICULTURAL courses in your high school(s)?

☐ Yes (Please continue with Question 6)

☐ No (Skip to Page 4)

IF YOU HAVE A REIMBURSED AGRICULTURAL PROGRAM IN YOUR HIGH SCHOOL(S)

Your school district has been (and again will be) reimbursed from state and federal vocational education funds for a portion of the salary and travel paid your vocational agricultural teacher(s).

As you probably know, the rate of reimbursement on agricultural teachers' salaries paid last year was 38%. Now we would like to consider what the effect would be if this rate were increased, remain the same, or decreased.

6. If this rate of reimbursement were to be doubled, what effect would it have on your high school vocational agricultural program?

Our vocational agricultural program would: (Check one)

- ☐ improve in quality and serve more youth
- ☐ improve in quality, but serve about the same number of youth
- ☐ remain about the same in quality, but serve more youth
- ☐ continue unaltered
- ☐ be eliminated regardless of reimbursement

- 6 a. If you checked one of the first two above, in what ways do you think the quality of the agricultural program would be improved?
- _____
- _____

7. If the rate of reimbursement were to remain the same as at present, what effect would it have on your high school vocational agricultural program?

Our vocational agricultural program would: (Check one)

- ☐ serve about the same number of youth, but diminish in quality
- ☐ serve about the same number of youth, but improve in quality
- ☐ remain about the same in quality, but serve fewer youth
- ☐ remain about the same in quality, but serve more youth
- ☐ improve in quality and serve more youth
- ☐ diminish in quality and serve fewer youth
- ☐ continue unaltered
- ☐ be eliminated entirely

CONTINUE ON NEXT PAGE

IF YOU HAVE A REIMBURSED AGRICULTURAL PROGRAM IN YOUR HIGH SCHOOL(S) (continued)

8. If the rate of reimbursement were gradually reduced so that at the end of three years no reimbursement were to be made, what effect would it ultimately have on your high school vocational agricultural program?

Our vocational agricultural program would: (Check one)

- ☐ diminish in quality, but serve about the same number of youth
- ☐ diminish in quality and serve fewer youth
- ☐ improve in quality
- ☐ continue unaltered
- ☐ remain about the same in quality, but serve fewer youth
- ☐ be eliminated entirely

- 8 a. If you checked one of the first two above, in what ways do you think the quality of the agricultural program would diminish?

IF YOU ARE A HIGH SCHOOL PRINCIPAL

9. In which of the following grades in your school may students elect agricultural courses? (Check one or more)

- ☐ 9th grade
- ☐ 10th grade
- ☐ 11th grade
- ☐ 12th grade

If your high school has only three grades (10-12):

10. Do most of the students who come to your school have the opportunity to elect vocational agriculture in the 9th grade?

- ☐ Yes
- ☐ No
- ☐ Don't know

11. Are you currently operating reimbursed vocational HOMEMAKING courses in your high school(s)?

☐ Yes (Please continue with Question 12)

☐ No (Skip to Page 6)

IF YOU HAVE A REIMBURSED HOMEMAKING PROGRAM IN YOUR HIGH SCHOOL(S)

Your school district has been (and again will be) reimbursed from state and federal vocational education funds for a portion of the salary and travel paid your vocational homemaking teacher(s).

As you probably know, the rate of reimbursement on homemaking teachers' salaries paid last year was 20%. Now we would like to consider what the effect would be if this rate were increased, remain the same, or decreased.

12. If this rate of reimbursement were to be doubled, what effect would it have on your high school vocational homemaking program?

Our vocational homemaking program would: (Check one)

- ☐ improve in quality and serve more youth
- ☐ improve in quality, but serve about the same number of youth
- ☐ remain about the same in quality, but serve more youth
- ☐ continue unaltered
- ☐ be eliminated regardless of reimbursement

12 a. If you checked one of the first two above, in what ways do you think the quality of the homemaking program would be improved?

13. If the rate of reimbursement were to remain the same as at present, what effect would it have on your high school vocational homemaking program?

Our vocational homemaking program would: (Check one)

- ☐ serve about the same number of youth, but diminish in quality
- ☐ serve about the same number of youth, but improve in quality
- ☐ remain about the same in quality, but serve fewer youth
- ☐ remain about the same in quality, but serve more youth
- ☐ improve in quality and serve more youth
- ☐ diminish in quality and serve fewer youth
- ☐ continue unaltered
- ☐ be eliminated entirely

CONTINUE ON NEXT PAGE

IF YOU HAVE A REIMBURSED HOMEMAKING PROGRAM IN YOUR HIGH SCHOOL(S) (continued)

14. If the rate of reimbursement were gradually reduced so that at the end of three years no reimbursement were to be made, what effect would it ultimately have on your high school vocational homemaking program?

Our vocational homemaking program would: (Check one)

- ☐ diminish in quality, but serve about the same number of youth
- ☐ diminish in quality and serve fewer youth
- ☐ improve in quality
- ☐ continue unaltered
- ☐ remain about the same in quality, but serve fewer youth
- ☐ be eliminated entirely

- 14 a. If you checked one of the first two above, in what ways do you think the quality of the homemaking program would diminish?
-
-

IF YOU ARE A HIGH SCHOOL PRINCIPAL

15. In which of the following grades in your school may students elect homemaking courses? (Check one or more)

- ☐ 9th grade
- ☐ 10th grade
- ☐ 11th grade
- ☐ 12th grade

If your high school has only three grades (10-12):

16. Do most of the students who come to your school have the opportunity to elect vocational homemaking in the 9th grade?

- ☐ Yes
- ☐ No
- ☐ Don't know

17. Are you currently operating reimbursed vocational TRADE AND INDUSTRIAL courses in your high school(s)?

☐ Yes (Please continue with Question 18)

☐ No (Skip to Page 8)

IF YOU HAVE A REIMBURSED TRADE AND INDUSTRIAL PROGRAM IN YOUR HIGH SCHOOL(S)

Your school district has been (and again will be) reimbursed from state and federal vocational education funds for a portion of the salary and travel paid your vocational trade and industrial teacher(s).

As you probably know, the rate of reimbursement on trade and industrial teachers' salaries paid last year was 20%. Now we would like to consider what the effect would be if this rate were increased, remain the same, or decreased.

18. If this rate of reimbursement were to be doubled, what effect would it have on your high school vocational trade and industrial program?

Our vocational trade and industrial program would: (Check one)

- ☐ improve in quality and serve more youth
- ☐ improve in quality, but serve about the same number of youth
- ☐ remain about the same in quality, but serve more youth
- ☐ continue unaltered
- ☐ be eliminated regardless of reimbursement

18 a. If you checked one of the first two above, in what ways do you think the quality of the trade and industrial program would be improved?

19. If the rate of reimbursement were to remain the same as at present, what effect would it have on your high school vocational trade and industrial program?

Our vocational trade and industrial program would: (Check one)

- ☐ serve about the same number of youth, but diminish in quality
- ☐ serve about the same number of youth, but improve in quality
- ☐ remain about the same in quality, but serve fewer youth
- ☐ remain about the same in quality, but serve more youth
- ☐ improve in quality and serve more youth
- ☐ diminish in quality and serve fewer youth
- ☐ continue unaltered
- ☐ be eliminated entirely

CONTINUE ON NEXT PAGE

IF YOU HAVE A REIMBURSED TRADE AND INDUSTRIAL PROGRAM IN YOUR HIGH SCHOOL(S) (continued)

20. If the rate of reimbursement were gradually reduced so that at the end of three years no reimbursement were to be made, what effect would it ultimately have on your high school vocational trade and industrial program?

Our vocational trade and industrial program would: (Check one)

- ☐ diminish in quality, but serve about the same number of youth
- ☐ diminish in quality and serve fewer youth
- ☐ improve in quality
- ☐ continue unaltered
- ☐ remain about the same in quality, but serve fewer youth
- ☐ be eliminated entirely

- 20 a. If you checked one of the first two above, in what ways do you think the quality of the trade and industrial program would diminish?

IF YOU ARE A HIGH SCHOOL PRINCIPAL

21. In which of the following grades in your school may students elect trade and industrial courses? (Check one or more)

- ☐ 9th grade
- ☐ 10th grade
- ☐ 11th grade
- ☐ 12th grade

22. Are you currently operating a reimbursed COOPERATIVE OCCUPATIONAL TRAINING program in your high school(s)?

☐ Yes (Please continue with Question 23)

☐ (Skip to Page 10)

IF YOU HAVE A REIMBURSED COOPERATIVE OCCUPATIONAL TRAINING PROGRAM IN YOUR HIGH SCHOOL(S)

Your school district has been (and again will be) reimbursed from state and federal vocational education funds for a portion of the salary and travel paid your cooperative occupational training coordinator(s).

As you probably know, the rate of reimbursement on cooperative occupational training coordinators' salaries paid last year was 27%. Now we would like to consider what the effect would be if this rate were increased, remain the same, or decreased.

23. If this rate of reimbursement were to be doubled, what effect would it have on your high school cooperative occupational training program?

Our cooperative occupational training program would: (Check one)

- ☐ improve in quality and serve more youth
- ☐ improve in quality, but serve about the same number of youth
- ☐ remain about the same in quality, but serve more youth
- ☐ continue unaltered
- ☐ be eliminated regardless of reimbursement

23 a. If you checked one of the first two above, in what ways do you think the quality of the cooperative occupational training program would be improved?

24. If the rate of reimbursement were to remain the same as at present, what effect would it have on your high school cooperative occupational training program?

Our cooperative occupational training program would: (Check one)

- ☐ serve about the same number of youth, but diminish in quality
- ☐ serve about the same number of youth, but improve in quality
- ☐ remain about the same in quality, but serve fewer youth
- ☐ remain about the same in quality, but serve more youth
- ☐ improve in quality and serve more youth
- ☐ diminish in quality and serve fewer youth
- ☐ continue unaltered
- ☐ be eliminated entirely

CONTINUE ON NEXT PAGE

IF YOU HAVE A REIMBURSED COOPERATIVE OCCUPATIONAL TRAINING PROGRAM IN YOUR HIGH SCHOOL(S) (continued)

25. If the rate of reimbursement were gradually reduced so that at the end of three years no reimbursement were to be made, what effect would it ultimately have on your high school cooperative occupational training program?

Our cooperative occupational training program would: (Check one)

- ☐ diminish in quality, but serve about the same number of youth
- ☐ diminish in quality and serve fewer youth
- ☐ improve in quality
- ☐ continue unaltered
- ☐ remain about the same in quality, but serve fewer youth
- ☐ be eliminated entirely

- 25 a. If you checked one of the first two above, in what ways do you think the quality of the cooperative occupational training program would diminish?

IF YOU ARE A HIGH SCHOOL PRINCIPAL

26. In which of the following grades in your school may students elect the cooperative occupational training program?

- ☐ 9th grade
- ☐ 10th grade
- ☐ 11th grade
- ☐ 12th grade

EVERYONE SHOULD RESPOND TO ALL OF THE REMAINING QUESTIONS

27. If, in the future, vocational funds were no longer used to support the present high school programs, these funds could be used to stimulate the further development of new vocational programs and services.

27 a. Funds for vocational AGRICULTURAL EDUCATION should be used to stimulate the further development of programs and services for: (Check one)

- ☐ high school youth
☐ out-of- school youth and adults

27 b. Funds for vocational HOMEMAKING EDUCATION should be used to stimulate the further development of programs and services for: (Check one)

- ☐ high school youth
☐ out-of-school youth and adults

27 c. Funds for vocational INDUSTRIAL EDUCATION should be used to stimulate the further development of programs and services for: (Check one)

- ☐ high school youth
☐ out-of-school youth and adults

27 d. Funds for vocational BUSINESS EDUCATION should be used to stimulate the further development of programs and services for: (Check one)

- ☐ high school youth
☐ out-of-school youth and adults

28. How can we best use state and federal vocational funds for improving programs and services for high school youth who want to prepare for employment? Consider each item in relation to each field.

	Voc. Agri.	Voc. Hmkg.	Voc. Ind.	Voc. Bus.
28 a. Use funds for the State Department of Public Instruction to organize, equip and operate state and/or area vocational schools (Check as many as apply)	☐	☐	☐	☐
28 b. Use funds to organize, equip and operate area vocational schools through cooperating school districts (Check as many as apply)	☐	☐	☐	☐
28 c. Use funds for the local school districts to develop more adequate programs and services (Check as many as apply)	☐	☐	☐	☐

29. Here are several ways in which state and federal funds might be used to help local school districts develop more adequate vocational programs and services for high school youth. Please check each of the following to indicate that you either agree or disagree.

Dis- Agree	agree	We should:
☐	☐	a. spend more for occupational surveys and follow-up studies
☐	☐	b. spend more for other-than-classroom activities (such as supervised farm practice, home visitations, coordination of cooperative work-study and placement of trainees in employment)
☐	☐	c. spend more for late-afternoon, evening, Saturday and summer programs for high school youth
☐	☐	d. spend more for job training for special groups (such as potential drop-outs, slow readers, slow learners, etc.)
☐	☐	e. spend more for in-service training of teachers
☐	☐	f. spend more for pilot and experimental programs
☐	☐	g. spend more for supervisory and consultant services
☐	☐	h. spend more for vocational guidance services for employment-bound youth
☐	☐	i. spend more for equipment for shops and laboratories
☐	☐	j. spend more for the preparation of instructional materials
☐	☐	k. spend more for research and evaluation

Other (please specify ways) _____

30. How can we best use state and federal vocational funds for improving programs and services for out-of-school youth and adults who want to prepare for employment? Consider each item in relation to each field.

	Voc. Agri.	Voc. Hmkg.	Voc. Ind.	Voc. Bus.
30 a. Use funds for the State Department of Public Instruction to organize, equip and operate state and/or area vocational schools (Check as many as apply)	☐	☐	☐	☐
30 b. Use funds to organize, equip and operate area vocational schools through cooperating school districts (Check as many as apply)	☐	☐	☐	☐
30 c. Use funds for the local school districts to develop more adequate programs and services (Check as many as apply)	☐	☐	☐	☐

31. Here are several ways in which state and federal funds might be used to help local school districts develop more adequate vocational programs and services for out-of-school youth and adults. Please check each of the following to indicate that you either agree or disagree.

Agree	Dis- agree	We should:
☐	☐	a. spend more for studies to determine the needs of out-of-school youth and adults
☐	☐	b. spend more for instruction in evening school and adult classes
☐	☐	c. spend more for administrative and supervisory services aimed at the development of out-of-school youth and adult programs
☐	☐	d. spend more for instruction in full-time technical-terminal education on the community college level
☐	☐	e. spend more for the development of instructional materials (for use in specific areas of training)
☐	☐	f. spend more for vocational guidance services for out-of-school youth and adults
☐	☐	g. spend more for evaluation of programs for out-of-school youth and adults

Other ways (please specify) _____